



**THE USE OF LEARNING LOG STRATEGY ON WRITING
ARGUMENTATIVE TEXT FOR GRADE X STUDENT OF SMA N 2
LAWE BULAN**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatera Medan as a partial Filfillment of the Requirements
for the Degree of Sarjana Pendidikan*

DINDA NOVITA SARI

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH OF TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
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ABSTRACT

The Use Of Learning Log Strategy On Writing Argumentative Text For Grade X
Student Of SMA N 2 LAWE BULAN

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Key words: Writing, Argumentative text, learning log strategy.

This study aims to analyze the students' ability to write argumentative text at SMA N 2 LW BULAN by using learning log strategy. Although there are several previous studies discussing learning log strategy different material, in the previous study discussed learning log strategy in recount text while in this research using learning log strategy in argumentative text. This research was conducted by using quantitative research. This research would be conducted by using experimental design, which consists of pre-test, treatment and post-test in order to know the effect of using Learning log strategy on students' writing. To conduct this experimental research, the sample that used in this research was divided into two groups. The researcher uses the theory of Coughlan in Ibrahim in learning log spurred student's in think. They were experimental group will be taught by using learning log strategy and control group will be taught by explanation/conventional strategy. The same test will give to both of experimental and control class. After analyzing the data, it can be seen the calculation of t_{test} showed that score of the (t_0) 13,88 > the score of (t_1) 2.009. So, the result that the use of learning log strategy has a significant effect on the students' achievement in writing argumentative text. It can be concluded the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

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This undergraduate thesis entitled “*The Use Of Learning Log Strategy On Writing Argumentative Text for Tenth Grade of SMA N 2 LW BULAN*”.

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Medan, September 2020

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Reg. No. 0304161035

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CHAPTER I

INTRODUCTION

A. Background of the study

In learning English, there are four skills that students must be master in learning. They are speaking, reading, listening and writing. Writing is one of the most important skills in teaching English. Writing is a way to express ideas through writing. General teaching of writing has been taught since students in kindegarden, but they start learning to write in English when they are in High School and they also have to write structured according with the rules of grammar and tenses. In addition, students must also have sufficient vocabulary and appropriate languageso that the writing is easy to understand and the message to be conveyed can be achieved by the re right dictions in order to make the writing easy to be understood and the message can be achieved by the reader clearly.¹

According to observations that researcher did when teaching in SMA N 2 LAWE BULAN, it was seen when teacher asked students to write about whatever they wanted to write. It turned out that the teacher did not teach students how to write, the teacher just asked students to write about everything. Of course, the students cannot think of anything to write, they go blank, and sometimes some of them say “They are not good in writing” or “English was not one of their favorite subject”.

¹Spratt, M., et,all. (2005). *The TKT Course*. Cambridge: Cambridge University Press, P. 26

There are several problems why students may find writing difficult. First, the student did not understand what to write and how to start writing, especially argumentative text, because argumentative text is write about their argument and opinions someone about things or events. Second, the learners have a lot of difficulty in writing, especially in choosing grammar and words. Teaching and learning process, the problem in teaching is not only in teaching material, but also in teaching strategies. The learning process will not give good results if the teaching method is not in accordance with the conditions of the learners. To overcome this problem the teacher should make various strategies to improve the students abilitiesin learning writing skills.

In the teaching and learning process, it would be better if teacher uses strategies that can make the students communicative to writing. This strategy should use creative language, such as song, writing diary, learning log and so on. One strategy is learning log, a learning log strategy namely use of notebook where students write down their experiences inside and outside of school or recording responses to learning activities.² Learning logs are uses to asses in prewriting activities and are also used as a way to encourage students to write fluently.

From explanation above, it can be conclude that the writing is one way of producing language whereis comes from our idea. By using writing, we can share our feeling and whatever is on our minds. This is influenced of both by personal attitudes and social experiences that the author brings to writing and certain political influences. This is also a process that we write affected by constraints of

²Richards, Jack C, and Richard Schmidt,. (2002). *The Language Teaching Matrix*, New York: Cambridge University Press, P. 79

genre and present in learning activities. Writing using learning log strategy will make the students easier to start what they want to write. In this research, the researcher will use learning log as a strategy to investigate significance effect made by senior high school students in writing argumentative text, entitled **“The Use of Learning Log Strategy on Writing Argumentative Text For Grade X Student Of SMA N 2 LAWE BULAN”**.

B. Identification of Study

From the background that has been stated, the problem can be identified as follows:

1. The students' ability is still low and often mistakes.
2. The students' have difficulties to understand of the wrtiting argumentative text.
3. The teachers only provide text for students.
4. Learning logs have not been widely applied among educators, even through this assesment is very important in assesming students.

C. The Formulation of the Study

Based on the background of the study above, the researcher makes the problem of the study as below:

1. How is the application of learning log strategy in writing argumentative?
2. Is the student writing argumentative text better than by learning log strategy than conventional strategy?

D. The Objectives of The Study

Based on the problem of the study above, the objective of the study as follow:

1. To elaborate the use of learning log strategy to see the problem on writing argumentative text for the tenth grade students in SMA N LAWE BULAN .

E. The Significances of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. Theoretical

The result of this research can be used to enrich the theory of strategy in writing ability.

2. Practically

- a. For Students: The result of this research can be useful to help the students in generating ideas which might help them to write easily.
- b. For teacher: The result of this research can be useful to help in diagnosing problems students have in writing.
- c. For Headmaster: expected an input to the students to increase their writing skill in writing argumentative text.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting research, a theory is needed to explain some of the concepts related to research. The set of terms should be clarified so that they have an implementation perspective in the field. The following terms are used in this study are:

1. Learning Logs

Learning logs are an affective tool to develop students' cognitive in their learning, with the claim that learning logs can be an effective tool for cognitive monitoring.³ Learning logs in a journal writing encourages students to be personally involved with their subject and to discuss their ideas. Learning logs require reflection on specific academic skills and techniques; it is narrow in scope and focuses on processes, not just what students think and feel about a particular subject matter. The learning log is designed for students' awareness in their learning and stimulates metacognitive awareness and cognitive development. Main benefit of the learning log is for students.⁴ Students can be more aware of their own learning and have more responsibility for it. To instructor, learning logs provide a record of student learning journeys in the classroom. Learning logs are used in many disciplines as a tool to facilitate learning. Learning logs can be very

³Comander, N. E., & Smith, B. D. (1996). Learning logs. A tool for cognitive monitoring. P. *Journal of Adolescent & Adult Literacy*, 39 (6), p. 66-68. Alexandria: ASCD Publishing

⁴*Ibid.*, P. 69

simple, such as asking students to write what they have learned at the end of each class.

As according to Coughlan in Ibrahim learning log spurred students to think: (1) What have I learned?, (2) Why I learned this?, (3) How do I study this?, (4) What can I do after studying this?, (5) What is good and bad I learn this?, (6) What priority should I learn?, (7) How can I get it? Develop this?⁵ Meanwhile Kavaliauskiene suggested 2 activities to stimulate autonomous learning, namely involve students in peer assesment activities and facilitate students to produce writing test questions for themselves (self made test).⁶

1.1 The Advantages and Disadvantages of Learning Log

Learning log can reveal students' learning difficulties, can measure concepts or sub-concepts, and form of innovation in alternative assesment, also learning log can reveal the success or not of the learning, can see the success of teachers in teaching, as involving students in the assesment process.⁷

According to Maulinda the use of learning logs can express student difficulties, and innovation in alternative assesment, they can express the success or failure of learning, can see the success of the teacher in teaching, students' abilities, and involve students in the assesment process.⁸

The disadvantages of learning logs is the difficulty experienced by some

⁵Ibrahim. (2013). *Penerapan Learning Log*, Bandung: FPMIPA UPI, P. 96

⁶Kavaliauskiene, G. (2003). Two Activities for Fostering Autonomous Learning. *TESL Journal*, Vol. 9(7), P. 36

⁷Ibrahim, *Op.Cit.*, P. 101

⁸ Aditya, Maulinda. (2015). *Penerapan Learning Log*, Bandung: FPMIPA UPI, P.

students, through lack of familiarity and practice, by writing in a reflective manner. The superficial accounts of events that can result from this have little educational value-either for the assessor or the student being assessed. Students pay little attention to the use of grammar when writing by using learning logs and in their preparation or application. There are still shortcomings, such as the form of task learning log that allows students don't answer questions, so they need to be fixed and they can provide information about how to arrange an assesment tool in the form learning log to identify.

Name..... Date					
Learning Log: Visual Learning Log					
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Topic/Big Idea:</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: center; padding: 5px;"><u>What I Learned</u></th> <th style="width: 50%; text-align: center; padding: 5px;"><u>My Reaction</u></th> </tr> <tr> <td style="text-align: center; padding: 5px;"><u>Picture, illustration of main ideas</u></td> <td style="text-align: center; padding: 5px;"><u>Your thoughts and questions</u></td> </tr> </table>		<u>What I Learned</u>	<u>My Reaction</u>	<u>Picture, illustration of main ideas</u>	<u>Your thoughts and questions</u>
<u>What I Learned</u>	<u>My Reaction</u>				
<u>Picture, illustration of main ideas</u>	<u>Your thoughts and questions</u>				

Figure 1.1 Learning Log form

2. Writing

There are some definitons of writing from experts. They have different opinions to define writing. According to Barnet, writing is a process to the writer

express their feelings and ideas into written words. It means that the people can write about their feelings, ideas, and thought some sentences in a simple form. Also, when a writer wants to write she or he aims to share information addressed to the reader. The reader will read and will know what the writer wants in the writing.⁹

Allah SWT says, Q.S Al-Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning:

“Nun. By the pen and that which they write (therewith)”.¹⁰

Then, Qur'an surah Al-Alaq: 4-5

بِالْقَلَمِ عَلَّمَ الَّذِي (٤) يَعْلَمُ مَا الْإِنْسَانُ عَلَّمَ (٥)

Meaning:

“Who has taught (humans with a pen) (4), He teaches people what they do not know (5)”¹¹

Writing is an activity to improve our practice and reflection. Your writing won't be ineffective if you don't devote time and energy to honing writing skill.

⁹ Susanti, Rina. (2006). *Teaching Writing Narrative Text by Using Cognitive Strategy Instruction in Writing (CSIW) Strategy in Senior High School*, (Sumatera Barat: Program Studi Pendidikan Bahasa Inggris STKIP PGR), p. 3

¹⁰The Holy Quran Translation by Abdullah Yusuf Ali, (2020), *Yusuf Ali Quran Translation in English with Arabic Text*. p. 7

¹¹*Ibid.*, p. 597

As Samuel Jonson said written without effort is in general read without pleasure. Writing is enable to express our feelings and observations to other and writing can provide for all almost limitless.¹²

Axelrod and Cooper said “writing is a process and element of mystery and surprise. But we know that writing is a skill that everyone can learn to manage.”¹³ Students are expected to be able to convey their ideas and feelings by writing. Sometimes teacher find it difficult to ask the students to write. Writing become complicated because requires many aspects, not only grammatical and vocabulary but more than that.

Bridges and Lunsford said, “Writing is stage the writer produces a draft of the paper.”¹⁴ The important thing of writing for the students is to express their feelings on the paper based on their own learning. To be a good writer, the students practice and try to write and to increase their capability. Writing is more complicated than other.

Writing is manifestations of linguistics competence in form of language support, other than in the form of spoken language.¹⁵ Communication is necessary for our survival become more complex. There are billions of us now. We are a global society, not scattered, isolated tribes and thanks to mode of communication

¹²Prentice, Hall & Joyce Armstrong, Carrol (2001), *Practice hall writing and grammar communication in action*. (New Jerssey: prentice-Hall) Diamond level 12, p 2-3

¹³ Rise B, et,all. (1982), *Martin’s guide to writing*, (New York: st martin’s press, inc), p.3

¹⁴Charles w. Bridges and Ronald f. Lunsford. (1984), *Writing: discovering form & meanning*, (California: wads worth publishing company, Inc, 1984), p.7

¹⁵Pardivono., (2006), *Writing Clues for Better Writing Competence*, (Yogyakarta: CV Andi Offset), p.1

know is writing.¹⁶

When writing, used graphic symbols: that is, combination of letters which relate to the sound. One level, writing can be said to be act of forming these symbols: making mark on a flat surface of some kind. But writing is clearly more than the production of the graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, words have to be arranged to form sentence, although can be said to be “writing” if merely making lists of words, as in inventories of items such as shopping list.¹⁷ Based on research a good writing skills transfer from students’ languages to English. That is, write well in first language, will be able to write well in English too.¹⁸

Based on theory the conclusion is: Writing is the process linguistic skill to express in systems symbol of word as an idea and feelings. Writing make a system symbols like letters based on linguistics competence and structure of symbol transfer in our mind be an idea and thought and be writing as a competence information. Writing is skill of human.

2.1 Kinds of Writing

The various effects a writer may wish to have on his or her readers-to inform, to persuade, to entertain-result in different kinds of prose. The most common is prose that in-forms, which, depending on what it is about, is called

¹⁶Fred D. White. (1986), *The Writer’s Art*. (California; Wadsworth Publishing Company), p.3

¹⁷Byrne, Donn. (1979),*Teaching Writing Skill*. (Singapore: Longman group limited), P. 1

¹⁸ George Braine and Claire May. (1996),*Writing for sources*. (USA; Myfield Publishing Company), P.4

exposition, description, or narration.

Exposition is writing with a referential aims. Explain something in the world outside the writer. But since there are many different ways of explaining the following section treat each them separately.¹⁹

Exposition explains. How things work-an internal combustion engine. Ideas-a theory of economics. Facts of every-day life-how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

Description is writing about the way persons, animals or things, appear. It normally take some of three forms. a) Informative descriptive, an informative descriptive simply enables the reader into identify an object. b) Analytical or technical descriptive. And analytical or technical descriptive enables the readers to understand the structure of an object. c) Evocating descriptive. Evocating description re-creates the impression made by an object.²⁰

Persuasion tries to change the way readers think or believe. These are usually about controversial topics and often draw reasons in the form of arguments, offering or logical evidence. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely.

¹⁹James A.W. Writing A collage Handbook, p.89

²⁰Ibid.,P.83-84

Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments. Writing that is especially entertaining includes fiction, personal essays, sketches. Such prose will receive less attention here. This is certainly important, but it goes further from everyday necessity than exposition or persuasion.²¹

2.2 Writing Process

According to John Langan any five technique that will help think about and develop a topic and get word on the paper: a) Free writing, b) Questioning, c) Making a list, d) Clustering and e) Preparing a sketch outline.²²

According to Dewi in her book *How to Write*: the creation of writing occurs in basically five stages: prewriting, drafting, revising, editing and publishing. Prewriting is the planning and idea gathering stage. Drafting refers to time spent composing a rough draft. Revising is the process of improving the draft. Editing is the process of correcting mechanical errors. Publishing or sharing is accomplished in wide variety of ways when the work is in final form.²³

The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing, and publishing. a) Prewriting is anything do before write a draft of document. It includes thinking, taking note, talking to others, brainstorming, outlining and gathering information (e.g., interviewing people, researching in the library, assesing data). b) Drafting occurs when put idea into sentence or paragraph. Here concentrate upon explaining and supporting idea

²¹Thomas S. Kane. (2000), *Oxford Essential Guide to Writing*. (New York: Oxford University Press), P.6-7

²²John Langan, 2006. *English Skill*. (New York: McGraw-Hill), p.21

²³Utami, Dewi. 2013. *How to Write*. (Medan. La-Tansa Press), p.8-23

fully. In the drafting don't pay attention to such things as spelling at this drafting.

c) Revising is the key to effective writing. Here think more deeply about your needs and expectations. The write become reader-centered. d) Editing and proofreading here only check and confirm. e) Publishing is the final step of the writing process.²⁴

3. **Argumentative Text**

An argumentative is a site activity of arguing, where views are exchanged and understandings achieved. It can also be a site where people are convinced and disputes are resolved, but these popular goals are not the only ones, and too narrow a focus on them threatens to ignore the many arguments that are the main and important and important tool "As a 'site', the situation Argumentative is a non geographical space, located within and created by discourse. The ability to put forth sound and compelling arguments is an important skill in daily life. The difference argumentation advantage a controversial point, a point that at least some of readers will not be inclined to accept."²⁵

Argumentative paragraphs are paragraphs whose contents presents opinions, and ideas accompanied by reasons to strengthen them. The reasons stated can be in the form of facts, examples and references in the form of opinion or theory. The opinions or ideas expressed in a paragraph of argument do not appear directly, but are based on the framework of a causal relationship. Paragraph argumentative has the following characteristics: a) Have the main ideas in the form of opinions challenged something and have an expalanation in the form of facts, examples,

²⁴Ibid., P. 26

²⁵ John, Langan, op.cit., p.319

ideas other support; b) Connectedness paragraph woven by causality (causal), c) Using the explanation to reinforce the idea.²⁶

Argumentative essays are a writing genre that requires students to investigate a topic; collect, produce, and evaluate evidence; and establish position about the topic in a concise manner. Write arguments to support claims in the analysis of substantive problem, using valid reasons and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey ideas, concepts, and community information clearly and accurately through effective content selection, organizing, and analysis.²⁷

Arguments can be found in media everywhere: newspapers, blogs, essays, magazine advertisements. There are companies trying to persuade us to buy a certain product or politicians trying to convince us to agree on a political issue. The classical written argument, however, is more than that: it is based on the tradition of ancient Rome and Greece when the senators had to give speeches to persuade the others in the senate.²⁸

According to Ramage et al. (2009) there are two main parts to the classical argument; seeking truth and persuasion (p. 377). They argue that, in seeking the truth, arguments must consider all sides of the problem, look at all available information and alternatives to arrive at the best solution.²⁹

Based on theory, argumentative text is an idea or thought that is in our mind as opinion or suggestion based on research or experience, to be expressed in a

²⁶ Suherli Kusmana, (2014), *Kreativitas menulis*. (Yogyakarta: Ombak), p. 25

²⁷ Ibid., P. 30

²⁸ Ibid., p. 25

²⁹ Ibid., P.14-15

text. Usually this text is divided into several paragraphs and takes newspaper and magazines as the topic of the article.

4. Kinds of Argumentative Text

According Kusmana, with his creative writing, opinion writing is a type that is often found in printed newspapers, magazine, or journal and can also be found in electronic media which is presented in the form of e-newspapers, e-journal, or e-magazine. Type the writing of the opinion subjective presented in observing the problem based on the views or opinions of their authors. However, the content of his writings in the form of opinion refers to facts, events, or logical thinking writers. Systematic article consists of a title opinion types (head), writers (by line), opening posts (opening), hooks (bridge), body text (body), and closing (closing). Opinion is divided in several types of writing including: opinion article (article), column (column), reviews (essay), editorial (editorial or opinion editorial), letters (letter to the editor), caricatures, and calender notes corner.³⁰

5. Purpose of Argumentative Text

According the rhetorical situation, however many argument contain not only rational but also ethical and emotional ones.³¹ Although there are many types of argument, the general purpose of serious argument is to convince the readers to accept a belief, adoption policy, or make a decision, proposal, or law. In its strictest sense, the term arguement refers to statements based on logic and evidence, the rational appeal to the intellect.

³⁰ Ibid., P.25

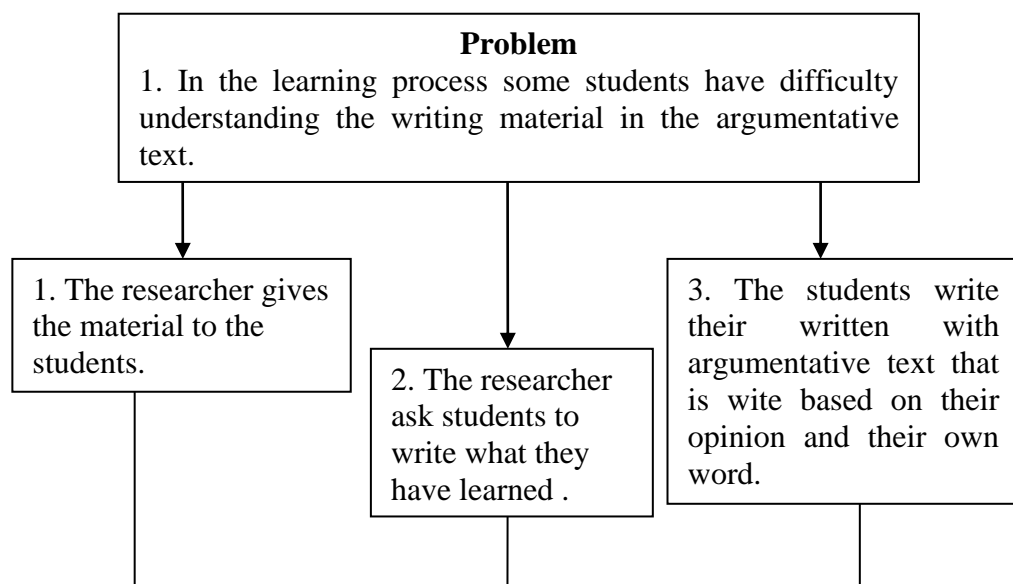
³¹ Betty Mattix Dietsch. (2006), *Reasoning and wiriting well*. (New York; Mc Graw Hill), P. 55

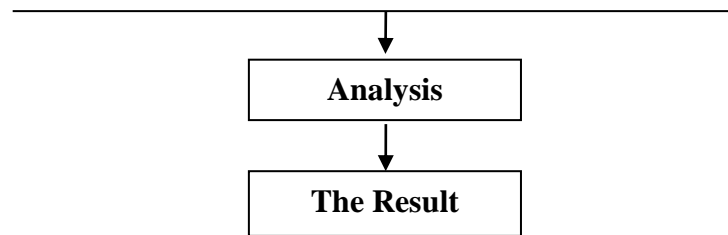
B. Conceptual Framework

Writing as a productive skills has a process which consists of planning, drafting, editing, and final drafting. In those phases, learning log gives opportunity for students to reflect on their learning process and share results reflection with other students and teachers regularly. Through this research, the researcher will analyze how the use of learning log strategies in writing problems, especially in the argumentative text. This research is also expected to provide solutions for the students at SMA N 2 LAWE BULAN.

Basically, learning log help students to clarify when they have learned and what difficulties students have face in learning. Develop student skills in writing with learning log may take a long time, but if you are accustomed to learning log, it will provide great benefits.

This research was conducted to find out how the learning log strategy is one of the strategy used by students when learning argumentative text. First, the researcher gives the material to students. Second, the researcher ask to students to tell their experiences, ask students to write what they have learned and the third is what they have not understood during learning process.





C. Related Study

There are several studies that have been conducted related to this research. First, a research by Kustriadi (2011) the title is *“Using Learning Log Strategy to Improve the Writing Ability of the Second Year Students of MTs Wachid Hasyim Surabaya”*. This study investigates how to improve writing ability by using learning log at MTs Wachid Hasyim Surabaya. The focus of this study is to promote the students’ idea and to help acquire their writing habit so that their journals will not be assessed on the term of accuracy of writing but on fluency ideas. The results of the study show that learning log classes can explain students’ learning problems.

Second, a research by Braun Thomas, (2013) conducted a research about *“Student Perceptions of The Use of Learning Logs to Teach Public Relations Writing”*. The results of the study indicate that the study shows that a learning log may be an effective tool to teach public relations writing in the classroom setting, mostly because it makes students stop and reflect and engage in higher level learning; it is unlikely to be a tool that students will use very much outside the classroom.

Third, a research by Devi Ulina, (2018) conducted a research about “*The Use of Learning Log Strategy on Writing Recount Text for Grade VIII Students of SMP Negeri 35 Medan*”. The results of this study show that learning log classes are being able to uncover students learning problems and background difficulties, can measure concepts or sub concepts that are considered difficult for students, as feedback on students’ abilities, involving students in the assesment process. The teacher gives positive responses about the application of the learning log class because it is essay to implement and can help students in learning. Students also feel helped by the learning log class because it can be an alternative strategy for student self reflection.

Fourth a research is conducted by Nurhayati (2014). The title is *Upaya Meningkatkan Kemampuan Menulis melalui Learning Logs dan Conferencing*. This study investigates how to improve writing the students by using learning log and writing conferences. The methodology used in this study classroom action research procedures offered by Kemnis and McTaggart (1988) in Burns (2010) namely: planning (Plan), action and observation (Do and Observe) and reflection (Reflect). The using of learning logs and Conferencing received positive responses from students and students benefited from both types of activities are especially in helping the learning process of writing scientific essays.

Based on 4 related studies above each researcher are different about how the discovery process and focus on what is done by each researcher. In the first related study a research by Kustriadi focus of this study is to promote the students’ idea and to help acquire their writing habit so that their journals will not be assessed on the term of accuracy of writing but on fluency ideas. In the second

related study the researcher by Braun Thomas, shows how can learning log may be an effective tool to teach public relations writing in the classroom setting. The third related study by Devi Ulina focus on learning log classes are being able to uncover students learning problems and background difficulties and the last related study a researcher by Nurhayati her study was investigated how to improve writing the students by using learning log and writing conferences. From the fourth related studies above there are differences with what researcher will do, the researcher focus on how students write argumentative text with using learning log strategy. The method used is the researcher gives the material to students and then the researcher ask students to write their experiences, their opinion about the material and how their comprehension in understanding the subject matter that has been given by the researcher, namely argumentative text.

D. Hypothesis

The hypothesis of this study can be formulated as :

- Ha: there is an significant effect of use Learning Log Strategy on the students in writing Argumentative text.
- Ho: there is no significant effect of use Learning Log Strategy on the students in writing Argumentative text.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Locations of Research

This research was conducted at SMA N 2 LAWE BULAN. Based on the observation that researcher conducted some reasons to do this research that is: the students still have low ability in writing argumentative text, from this location writer get easy to get the data is needed in this research.

B. Population and Sample

1. Population

Population is all members of well defined class of people, events or objects.³² ThenAnas Sudjono stated: “Population is the way to collect the data by noting or researching all the element of the research object.”³³ The population of this research is first of academic year student of SMA N 2 LAWE BULAN, that consist of two classes. The total number of the students is 50 students, class X IPA-1 consist of 25 students and class X IPA-2 also consist of 25 students.

Table 3.1
Total Number of the Population

No	Class	The Number of Students
1	X IPA-1	25
2	X IPA-2	25
Total		50

Source: English Teacher of SMA N 2 LAWE BULAN 2020/2021.

³²Sukardi. (2003), *Metodologi Penelitian Pendidikan Kompetensi dan Prakteknya*. Jakarta: PT. Bumi Aksara, P. 53

³³Anas Sudjono.(1987), *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada, P.34

2. Sampling

Sample is one of a number things or part of whole used for showing what is the rest like. For the purpose of the sample of this study all of the students are selected.³⁴

In this research, the researcher use Cluster random sampling take the sample. The researcher made same pieces of paper that contained the lists of class. After that the researcher got X IPA-1 and X IPA-2. The researcher used two class.

Table 3.2
The Sample

No	Class	Total of Students	Sample
1.	X IPA-1	25	25
2.	X IPA-2	25	25
	Total	50	50

From the above table can be seen that the total of the sample is 50 students and will be divided two classes, it is taken from class X IPA-1 and X IPA-2 of SMA N 2 LAWE BULAN 2020/2021. The sample is taken by using random sampling, because all the subjects have the same chance to be the sample.

C. Research Design

This research would be conducted by using experimental design, which consists of pre-test, treatment and post-test in order to know the effect of using Learning log strategy on students' writing. To conduct this experimental research,

³⁴Suharsimi Arkunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, Edisi Revisi VI, Cet. Ketigabelas, P.102

the sample used in this research were divided into two groups. They were experimental group will be teach by using learning log strategy and control group will be teach by explanation/conventional strategy. The same test will give to both of experimental and control class.

Table 3.3
Model of the Research

Group	Pre-Test	Treatment	Post-Test
Experimental	X	✓	X2
Control	Y	✓	Y2

D. Instrument for Collecting The Data

The instrument that use in this research is a written test. The students will ask to write about argumentative text by using learning log strategy to the students both of experimental and control group. They will write about argumentative text based on their own word.

E. Technique of Collecting Data

In collecting the data, there are some techniques that used as follows:

1. Pre-Test

The pre-test will be conducted before treatment. The same pre-test was given to both experimental and control group in order to investigate the students writing achievement. Both experimental and control group will be ask to write based on the material given.

2. Treatment

The treatment would be conducted after pre-test in experimental group.

The students would be guide by using learning log strategy and control group which would by using conventional strategy . Both experimental and control group were teach by the same material.

3. Post Test

The post-test was used writing test. It will give after the treatment finish. The objective of this was to get the data about the result of treatment to be analyze in order to know the improvement the students' achievement in writing argumentative text by using learning log strategy at SMA N 2 LAWE BULAN.

F. Technique of Analyzing The Data

Before analyzing the data with, the researcher will measure normality and homogeneity. It aims to see whether the data was normally distributed and homogenous or not.

1) Normality Test

The normality test will be do to both Pretest and Post-test from experimental and controll group. The criteria to measure normality of the data; if the significance > 0,05 it meant that the data was normally distributed, and if the significance < 0,05 it meant that the data was not normally distributed.³⁵ The researcher use Liliefors table.

The steps for calculating the normality test :

- To find Z-score : $\frac{Xi - \bar{X}}{s}$
- To find S (z_i) score by using : $S_{\text{test}} = \frac{F.Kum}{n}$

³⁵Budi Susetyo. (2010). *Statistika untuk Analisis Data Penelitian*, Bandung: PT Refika Aditama, p. 144-148.

- After getting L_o , and compared to L_t with probability : 0,05

$L_o < L_t$: Data is normal, and $L_o > L_t$: Data is not normal³⁶

2) Homogeneity

Homogeneity test aim to know whether the sample was homogeneous or not.

Homogeneity test use in this research is fisher test.

$$F = \frac{\text{The Highest Variance}}{\text{The Smallest Variance}}$$

The characteristic of fisher test is:

- If $F_o < F_t$ = the sample is homogen
- If $F_o > F_t$ = the sample is heterogeneous³⁷

3) Hypothesis Test

Suharsimi Arikunto said that the data will be analyzed by using t-test formula. The formula is:³⁸

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Mx : The mean of experimental group

My : The mean of control group

dx^2 : Standard deviation of experimental group

dy^2 : Standard deviation of control group

Nx : The total number of experimental group

³⁶Indra Jaya. (2013). *Penerapan Statistik Untuk Pendidikan, Bandung: Citapustaka Media Perintis*, p. 252-253

³⁷Ibid., p. 261

³⁸Suharmi Arikunto. *Op.cit.*, p. 354

N_y : The total number of control group

Statistical hypothesis : If $t\text{-value} < t\text{-table}$, H_o is accepted and H_a is rejected.

If $t\text{-value} > t\text{-table}$, H_o is rejected and H_a is accepted.

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

A. Data Description

In this chapter, the researcher will describe how to collect the data obtained from the research, in which the researcher conducts this research the tenth grade of SMA N 2 LAWE BULAN. There are two classes, namely X IPA-1 and X IPA-2. The researcher used experimental group for learning log strategy and control group for conventional strategy. The first, researcher gave the students a pre-test to get the data when using the conventional strategy. Then the researcher gave a post-test to the students to get the data when using learning log strategy. After get the data, then the researcher will be analyze each of the data. The data of the students score as follow:

Based on the data, the data obtained by the researcher is based on the results of the students' writing skills taught by using learning log strategy which shows the minimum pre-test score is 40 and the maximum is 80 and mean of the pre-test is 57,2. While the minimum score of post-test is 60 and the maximum is 90 with mean 75,6 (see Appendix III)

Based on the data in, the data obtained by the researcher is based on the results of the students' writing skills taught by using conventional strategy or without applying learning log strategy which shows the minimum pre-test score is 40 and the maximum is 70 and mean of the pre-test is 51,2. While the minimum score of post-test is 50 and the maximum is 75 with mean 61,2 (see Appendix IV)

B. Calculation of Normality Test

1. Normality Testing of Experimental Group

Before looking for normality testing, the researcher looks for score of Frequency distribution. In looking for the results of frequency distribution, the researcher used the manual method by first sorting the pre test experimental group score from the lowest to the higher score, that are 40,50,55,60,70,75 and 80. Then, count how many are the sum of all the variations in the students score. For example, the number of students who get a score of 40 is 70 people and then multiplied by 7×40 which is formulated by $F_i \cdot X_i$ where is F_i it's mean the number of scores obtained while X_i it's mean score of the students. After all $F_i \cdot X_i$ scores are obtained, the result is 1430 then multiplied by $F_i \cdot X_i^2$ and get the result is 18650 (see Appendix V). After that, the following was the calculation of mean, variant, and standartdeviation.

a) Mean

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

X = mean of variable

$$\sum F_i X_i = \text{total number of score}$$

$$\sum F_i = \text{number of sample}$$

So,

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

$$x = \frac{1430}{25}$$

$$X = 57,2$$

b) **Variant**

Where:

$$\begin{aligned}
 S^2 &= \frac{n \cdot \sum F_i X_i^2 - (\sum X_i F_i)^2}{n(n-1)} \\
 &= \frac{25 \cdot 86580 - (1430)^2}{25(25-1)} \\
 &= \frac{2,164,500 - 2,004,900}{25(24)} \\
 &= \frac{159,600}{600} \\
 &= 266
 \end{aligned}$$

c) **Standard Deviation**

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{266} \\
 &= 16,30
 \end{aligned}$$

After getting the mean, variance, and standard deviation calculations, the next step is to find the normality of the test. That means, the tests given to students are observed by the Liliefors test. The calculation of the normality writing can be seen in the following:

a) **Finding Z Score**

$$\text{Formula Zi } 1 = \frac{x_i - \bar{X}}{S}$$

Where;

x_i = value

\bar{X} = mean

S = standard deviation

$$\text{Zi } 1 = \frac{40 - 57,2}{16,30} = -1,49$$

$$Zi2 = \frac{50-57,2}{16,30} = -0,80$$

$$Zi3 = \frac{55-57,2}{16,30} = -0,45$$

$$Zi4 = \frac{60-57,2}{16,30} = -0,10$$

$$Zi5 = \frac{70-57,2}{16,30} = 0,60$$

$$Zi6 = \frac{75-57,2}{16,30} = 0,95$$

$$Zi6 = \frac{80-57,2}{16,30} = 1,29$$

b) **Finding S(Zi)**

$$S(Zi) = \frac{Fkum}{N}$$

$$S(Zi) = \frac{7}{25} = 0,14$$

$$S(Zi) = \frac{8}{25} = 0,28$$

$$S(Zi) = \frac{11}{25} = 0,43$$

$$S(Zi) = \frac{15}{25} = 0,57$$

$$S(Zi) = \frac{17}{25} = 0,71$$

$$S(Zi) = \frac{21}{25} = 0,86$$

$$S(Zi) = \frac{25}{25} = 1$$

To find the scores for normality testing, the researcher must sorted the

order of the students scores from the lowest to the highest scores, here in looking for the normality testing of pre testin experimental group the researcher uses the microsoft excel to find the result of the data. First, the researcher find the Z_i score and then look for the scores of $S(Z_i)$ after that look for the score of $F(Z_i)$ respectively after all the results have been obtained, then $F(Z_i)-S(Z_i)$ and then the results is obtained then the researcher look for the scores of L_o and the L_t score to determine whether the results obtained are normal or not.

From the calculation above, it can be seen that Liliefors observation or $L_o = 0,11$ with $n = 25$ and a significant level $\alpha = 0,05$ from list of critical values in the Liliefors table $L_t = 0,33$. It is known that the coefficient $L_o (0,11) < L_t (0,33)$. So, it can be concluded that distribution of students writing achievement data is in the **normal** category (see Appendix IX).

In looking for the reseults of frequency distribution of post test in experimental group, the researcher used the manual method by first sorting the score from the lowest to the higher score, that are 60,65,70,75,80, and 90. Then, count how many are the sum of all the variations in the students score. For example, the number of students who get a score of 60 is 5 people and then multiplied by 5×60 which is formulated by $F_i \cdot X_i$ where is F_i it's mean the number of scores obtained while X_i it's mean score of the students. After all $F_i \cdot X_i$ scores are obtained, the result is 5040 then multiplied by $F_i \cdot X_i^2$ and get the result is 132100 (see Appendix VI). After that, the following was the calculation of mean, variant, and standart deviation.

a) **Mean**

$$x = \frac{\sum FiXi}{\sum Fi}$$

Where:

X = mean of variable

$$\sum FiXi = \text{total number of score}$$

$$\sum Fi = \text{number of sample}$$

So,

$$x = \frac{\sum FiXi}{\sum Fi}$$

$$x = \frac{5040}{25}$$

$$X = 201,6$$

b) **Variant**

Where:

$$S^2 = \frac{n \cdot \sum FiXi^2 - (\sum XiFi)^2}{n(n-1)}$$

$$= \frac{25 \times 132100 - (5040)^2}{25(25-1)}$$

$$= \frac{3302500 - 25401600}{25(24)}$$

$$= \frac{22099100}{600}$$

$$= 36,8$$

c) **Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{38,6}$$

$$= 6,21$$

After getting the mean, variance, and standard deviation calculations, the

next step is to find the normality of the test. That means, the tests given to students are observed by the Liliefors test. The calculation of the normality writing can be seen in the following table:

a) **Finding Z Score**

$$\text{Formula } Z_i = \frac{x_i - \bar{X}}{s}$$

Where;

x_i = value

\bar{X} = mean

s = standard deviation

$$Z_{i1} = \frac{60 - 75,6}{6,21} = -1,23$$

$$Z_{i2} = \frac{65 - 75,6}{6,21} = -0,77$$

$$Z_{i3} = \frac{70 - 75,6}{6,21} = 0,31$$

$$Z_{i4} = \frac{70 - 75,6}{6,21} = 0,31$$

$$Z_{i5} = \frac{75 - 75,6}{6,21} = 0,16$$

$$Z_{i6} = \frac{80 - 75,6}{6,21} = 0,62$$

$$Z_{i6} = \frac{90 - 75,6}{6,21} = 1,55$$

b) **Finding S(Z_i)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{5}{25} = 0,17$$

$$S(Z_i) = \frac{9}{25} = 0,33$$

$$S(Z_i) = \frac{14}{25} = 0,5$$

$$S(Z_i) = \frac{18}{25} = 0,67$$

$$S(Z_i) = \frac{22}{25} = 0,83$$

$$S(Z_i) = \frac{25}{25} = 1$$

To find the scores for normality testing, the researcher must sort the order of the students' scores from the lowest to the highest scores, here in looking for the normality testing of post test in experimental group the researcher uses the Microsoft Excel to find the result of the data. First, the researcher finds the Z_i score and then looks for the scores of $S(Z_i)$ after that looks for the score of $F(Z_i)$ respectively after all the results have been obtained, then $F(Z_i) - S(Z_i)$ and then the results are obtained then the researcher looks for the scores of L_o and the L_t score to determine whether the results obtained are normal or not.

From the calculation above, it can be seen that Liliefors' observation or $L_o = -0,10$ with $n = 25$ and a significant level $\alpha = 0,05$ from list of critical values in the Liliefors table $L_t = 3,19$. It is known that the coefficient $L_o (-0,10) < L_t (3,19)$. So, it can be concluded that the distribution of students' writing achievement data is in the **normal** category (see Appendix X).

2. Normality Testing of Control Group

In looking for the results of frequency distribution of pre test in control group, the researcher used the manual method by first sorting the score from the lowest to the higher score, that are 40,45,50,55,60,65, and 70. Then, count how

many are the sum of all the variations in the students score. For example, the number of students who get a score of 40 is 5 people and then multiplied by 5×40 which is formulated by $F_i \cdot X_i$ where is F_i it's mean the number of scores obtained while X_i it's mean score of the students. After all $F_i \cdot X_i$ scores are obtained, the result is 1330 then multiplied by $F_i \cdot X_i^2$ and get the result is 73250 (see Appendix VII). After that, the following was the calculation of mean, variant, and standart deviation.

a) **Mean**

$$X = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

X = mean of variable

$$\sum F_i X_i = \text{total number of score}$$

$$\sum F_i = \text{number of sample}$$

So,

$$X = \frac{\sum F_i X_i}{\sum F_i}$$

$$X = \frac{1330}{25}$$

$$X = 53,2$$

b) **Variant**

Where:

$$S^2 = \frac{n \cdot \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$= \frac{25 \times 73250 - (1330)^2}{25(25-1)}$$

$$= \frac{1831250 - 1768,900}{25(24)}$$

$$= \frac{62350}{600}$$

$$= 103,92$$

c) **Standard Deviation**

$$S = \sqrt{s^2}$$

$$= \sqrt{103,92}$$

$$= 10,19$$

After getting the mean, variance, and standard deviation calculations, the next step is to find the normality of the test. That means, the tests given to students are observed by the Liliefors test. The calculation of the normality writing can be seen in the following table:

a) **Finding Z Score**

$$\text{Formula } Z_i = \frac{x_i - \bar{X}}{S}$$

Where;

x_i = value

\bar{X} = mean

S = standard deviation

$$Z_{i1} = \frac{40 - 53,2}{10,19} = -1,39$$

$$Z_{i2} = \frac{45 - 53,2}{10,19} = -0,93$$

$$Z_{i3} = \frac{50 - 53,2}{10,19} = -0,46$$

$$Z_{i4} = \frac{55 - 53,2}{10,19} = 0$$

$$Z_{i5} = \frac{60 - 53,2}{10,19} = 0,46$$

$$Z_{i6} = \frac{65 - 53,2}{10,19} = 0,93$$

$$Z_{i6} = \frac{70 - 53,2}{10,19} = 1,39$$

b) **Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{5}{25} = 0,14$$

$$S(Z_i) = \frac{9}{25} = 0,29$$

$$S(Z_i) = \frac{12}{25} = -0,46$$

$$S(Z_i) = \frac{16}{25} = 0,57$$

$$S(Z_i) = \frac{20}{25} = 0,71$$

$$S(Z_i) = \frac{23}{25} = 0,86$$

$$S(Z_i) = \frac{25}{25} = 1$$

To find the scores for normality testing, the researcher must sort the order of the students' scores from the lowest to the highest scores, here in looking for the normality testing of pre test in control group the researcher uses the Microsoft Excel to find the result of the data. First, the researcher finds the Z_i score and then look for the scores of $S(Z_i)$ after that look for the score of $F(Z_i)$ respectively after all the results have been obtained, then $F(Z_i) - S(Z_i)$ and then the results are obtained then the researcher looks for the scores of L_o and the L_t score to determine whether the results obtained are normal or not.

From the calculation, it can be seen that Liliefors observation or $Lo = 0,17$ with $n = 25$ and a significant level $\alpha = 0,05$ from list of critical values in the Liliefors table $Lt = 0,30$. It is known that the coefficient $Lo (0,17) < Lt (0,30)$. So, it can be concluded that distribution of students writing achievement data is in the **normal** category (see Appendix XI).

In looking for the results of frequency distribution of post test in control group, the researcher used the manual method by first sorting the score from the lowest to the higher score, that are 50,55,60,65,70,and 75. Then, count how many are the sum of all the variations in the students score. For example, the number of students who get a score of 50 is 1 people and then multiplied by 1×50 which is formulated by $Fi.Xi$ where is Fi it's mean the number of scores obtained while Xi it's mean score of the students. After all $Fi.Xi$ scores are obtained, the result is 1590 then multiplied by $Fi.Xi^2$ and get the result is 102450 (see Appendix VIII). After that, the following was the calculation of mean, variant, and standart deviation.

a) **Mean**

$$x = \frac{\sum FiXi}{\sum Fi}$$

Where:

X = mean of variable

$$\sum FiXi = \text{total number of score}$$

$$\sum Fi = \text{number of sample}$$

So,

$$x = \frac{\sum FiXi}{\sum Fi}$$

$$\bar{x} = \frac{1590}{25}$$

$$\bar{X} = 63,6$$

b) **Variant**

Where:

$$\begin{aligned} S^2 &= \frac{n \cdot \sum F_i \cdot X_i^2 - (\sum X_i \cdot F_i)^2}{n(n-1)} \\ &= \frac{25 \cdot 102450 - (1590)^2}{25(25-1)} \\ &= \frac{2561250 - 2528100}{25(24)} \\ &= \frac{33150}{600} \\ &= 55,25 \end{aligned}$$

c) **Standard Deviation**

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{55,25} \\ &= 7,43 \end{aligned}$$

After getting the mean, variance, and standard deviation calculations, the next step is to find the normality of the test. That means, the tests given to students are observed by the Liliefors test. The calculation of the normality writing can be seen in the following table:

a) **Finding Z Score**

$$\text{Formula } Z_{i-1} = \frac{x_i - \bar{X}}{S}$$

Where;

x_i = value

\bar{x} = mean

S = standard deviation

$$Z_{i1} = \frac{50 - 63,6}{7,43} = 0,5$$

$$Z_{i2} = \frac{55 - 63,6}{7,43} = 0,704$$

$$Z_{i3} = \frac{60 - 63,6}{7,43} = 0,858$$

$$Z_{i4} = \frac{65 - 63,6}{7,43} = 0,946$$

$$Z_{i5} = \frac{70 - 63,6}{7,43} = 0,984$$

$$Z_{i6} = \frac{75 - 63,6}{7,43} = 1$$

b) **Finding S(Z_i)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{1}{25} = 0,17$$

$$S(Z_i) = \frac{6}{25} = 0,33$$

$$S(Z_i) = \frac{12}{25} = 0,5$$

$$S(Z_i) = \frac{17}{25} = 0,67$$

$$S(Z_i) = \frac{21}{25} = 0,83$$

$$S(Z_i) = \frac{25}{25} = 1$$

To find the scores for normality testing, the researcher must sorted the order of the students scores from the lowest to the highest scores, here in looking for the

normality testing of post test in control group the researcher uses the microsoft excel to find the result of the data. First, the researcher find the Z_i score and then look for the scores of $S(Z_i)$ after that look for the score of $F(Z_i)$ respectively after all the results have been obtained, then $F(Z_i)-S(Z_i)$ and then the results is obtained then the researcher look for the scores of L_o and the L_t score to determine whether the results obtained are normal or not.

From the calculation, it can be seen that Liliefors observation or $L_o = 0,37$ with $n = 25$ and a significant level $\alpha = 0,05$ from list of critical values in the Liliefors table $L_t = 0,39$. It is known that the coefficient $L_o (0,37) < L_t (0,39)$. So, it can be concluded that distribution of students writing achievement data is in the **normal** category (see Appendix XII).

C. Calculation of Homogeneity Test

1) Homogeneity Testing of Pre Test

$$F_{\text{obs}} \frac{S_1^2}{S_2^2}$$

Where: S_1^2 = the biggest variant

S_2^2 = the smallest variant

Based on the variants of the two samples, the pre test was found:

$$S^2_{\text{ex}} = 2,44 \quad N = 25$$

$$S^2_{\text{co}} = 1,37 \quad N = 25$$

So,

$$F_{\text{obs}} = \frac{S^2_{\text{ex}}}{S^2_{\text{co}}}$$

$$= \frac{2,44}{1,37}$$

$$= 1,78$$

Then the coefficient of $F_{\text{obs}} = 1,78$ was compared with F_{table} where is F_{table} was determined at $\alpha = 0,05$ and the same numerator dk = $N-1=25-1=24$ was exist dk numerator 24 the denominator dk = $n-1$ ($25-1 = 24$). And then F_{table} can be calculated $F_{0,05(24,24)} = 1,83$. So, $F_{\text{obs}} < F_{\text{table}}$ or ($1,78 < 1,83$) so it can be concluded the variant was hoogenenous.

D. Hypothesis Testing

The calculation results of the t-test are made to determine the effect of the learning log strategy.

So, the hypothesis testing in this research, it was used two average similary test by using statistic, as follow:

$$T_{\text{test}} = \frac{X_1 - X_2}{\frac{\sqrt{S_1^2}}{n_1}} + \frac{S_2^2}{n^2}$$

Where:

$$X_1 = 15,4$$

$$X_2 = 8,6$$

$$S_1^2 = 18,38$$

$$S_2^2 = 1,88$$

$$N_1 = 25$$

$$N_2 = 25$$

$$\begin{aligned}
T_{test} &= \frac{15,4-8,6}{\frac{\sqrt{18,38}}{25} + \frac{1,88}{25}} \\
&= \frac{6,8}{\sqrt{0,17+0,08}} \\
&= \frac{6,8}{0,49} \\
&= 13,88
\end{aligned}$$

From the results of the above calculations, it can be seen that $t_{\text{observed}} = 13,88$. Hypothesis testing is done to determine whether the hypothesis was accepted or rejected. The basis for testing the hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the score used t-test for 48 degree of freedom ($df = n + n-2$) at a significance level of 0,05 with a critical value of 2.009. So, it can be seen that $t_{\text{table}} = 2.009$.

The basis for testing the hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the score used t-test for 48 degree of freedom ($df = n + n-2$) at a significance level of 0,05 with a critical value of 2.009. So, it can be seen that $t_{\text{table}} = 2.009$. After the score is calculated, it is found that the t_{observed} is higher than the t_{table} . It can be seen as follow:

$$T_{\text{observed}} > t_{\text{table}} (\alpha=0,05) \text{ with } 13,88 > 2.009.$$

From the above results indicate that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that the use of learning log strategy affects students' writing achievement.

E. Discussion

This research would be conducted by using experimental design, which consists of pre-test, treatment and post-test in order to know the effect of using Learning log strategy on students' writing. To conduct this experimental research, the sample used in this research were divided into two groups. They were experimental group will be teach by using learning log strategy and control group will be teach by explanation/conventional strategy. The same test will give to both of experimental and control class.

In this research, the researcher counducts this research the tenth grade of SMA N 2 LAWE BULAN. There are two clesses, namely X IPA-1 and X IPA-2. The reseacher used experimental group for learning log strategy and control group for conventional strategy. The first, researcher gave the students a pre-test to get the data when using the conventional strategy. Then the researcher gave a post-test to the students to get the data when using learning log strategy. After get the data, then the researcher will be analyze each of the data. The experimental group consist of 25 students and control group also consist of 25 students.

In looking for the reseults of frequency distribution, the researcher used the manual method by first sorting the score from the lowest to the higher score, that are 40,50,55,60,70,75 and 80. Then, count how many are the sum of all the variations in the students score. For example, the number of students who get a score of 40 is 70 people and then multiplied by 7×40 which is formulated by $F_i \cdot X_i$ where is F_i it's mean the number of scores obtained while X_i it's mean score of the students. After all $F_i \cdot X_i$ scores are obtained, the result is 1430 then multiplied by $F_i \cdot X_i^2$ and get the result is 18650.

To find the scores for normality testing, the researcher must sort the order of the students' scores from the lowest to the highest scores, here in looking for the normality testing the researcher uses the Microsoft Excel to find the result of the data. First, the researcher finds the Z_i score and then looks for the scores of $S(Z_i)$ after that looks for the score of $F(Z_i)$ respectively after all the results have been obtained, then $F(Z_i) - S(Z_i)$ and then the results are obtained then the researcher looks for the scores of L_o and the L_t score to determine whether the results obtained are normal or not.

The focus of this research is how the students' ability to write argumentative text using learning log strategy. The data obtained from the results of this study indicate that the mean score of the argumentative text writing ability test obtained by students of X IPA-1 SMA N 2 LAWE BULAN shows that the use of learning log strategy is proven to be more effective in improving students' writing skills.

Based on the data analysis above, it can be concluded that students who were taught by using learning log strategy experienced an increase in value. From collected the data, the lowest pre-test score was 40 and the highest score was 80 with the pre-test mean score was 57.2, whereas the lowest post-test score was 60 with the highest score 90 and mean was 75.6.

Whereas for control group the lowest pre-test score was 40 with the highest score was 70 and mean 51.2 while on the other hand for the post-test the lowest score was 55 and the highest score was 75 and mean 61.2.

Based on the explanation above, it can be concluded that the mean post test score from the experimental group is higher than the mean post test of control group, that are $(75.6 > 61.2)$. From the results of the study it was found that there

was a significance of student learning achievement taught by using learning log strategy. So, it can be concluded that students' writing skills are better using learning log strategy than using a conventional strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of the data analysis in this research, it can be concluded that students' writing achievement are better when using learning log strategy rather than using a conventional strategy at the tenth grade of SMA N 2 LAWE BULAN . The calculation of t_{test} showed that score of the (t_o) 13,88 > the score of (t_t) 2.009. So, it means that the use of learning log strategy has a significant effect on the students achievement in writing argumentative text. It can be concluded the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

B. Suggestion

Based on the finding of the study, the suggestion of doing this research are put forward as follows:

1. The English Teacher suggested to apply learning log strategy while in teaching process, specially in teaching writing because it can make the students becomes communicative and easy to write.
2. The students should be able to get appropriate treatment based on the specific learning difficulties they face.
3. The other researcher, this research is also useful who will conduct related research.

C. Recommendation

Recommendations are taken based on research findings. The results obtained are based on this research that there is a significant influence on the learning achievement of students who are taught when using the learning log strategy. In addition, this study also recommends that the use of a learning log strategy can help and maintain students' interest in mastering their writing. So, it can be concluded that the use of learning log strategy during this research is a significant difference from the use of conventional strategy. Therefore, the use of a learning log strategy needs to be applied in this school, because the use of learning learning log strategy can help students increase their enthusiasm for learning, especially in writing so that the competence standards for the learning process can be achieved.

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APPENDIX 1

LESSON PLAN

(Experimental Group)

Sekolah : SMA N 2 LAWE BULAN

Mata Pelajaran : Bahasa Inggris

Kelas : X

Jenis Teks : Argumentative Text

Sub Topik : Essay in National Exam

Skill : Writing

Alokasi Waktu : 4X45

A. KOMPETENSI INTI (KI)

KI 1: Menghayati dan mengamati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta

menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,

Prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,

teknologi, seni, budaya dan peradaban terkait penyebab fenomena dan

kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan

masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak

terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR (KD)

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa

pengantar komunikasi internasional yang diwujudkan dalam semangat

belajar.

2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta

damai, dalam melaksanakan komunikasi fungsional.

3.10 Menganalisis fungsi sosial struktur teks, dan unsur kebahasaan dari teks

eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

C. INDIKATOR

1.1.1 Menunjukkan rasa syukur karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

2.2.1 Menyatakan kembali kalimat-kalimat dalam teks eksposisi dan tanggung jawab,

peduli, kerjasama, dan cinta damai.

3.10.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

3.10.2 Menyimpulkan gagasan utama, informasi rinci, dan informasi tertentu dalam teks eksposisi analitis.

3.10.3 Menguraikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.

3.10.4 Membedakan teks eksposisi analitis dengan argumentative essay.

4.14.1 Menarik kesimpulan tentang makna yang terkandung dalam teks

eksposisi analitis.

4.14.2 Menemukan arti kata di dalam teks eksposisi analitis.

D. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Mengidentifikasi struktur umum (organisasi) dari esai argumentative.
2. Menggunakan kata dengan tepat dalam esai argumentative.
3. Menulis kalimat dengan struktur yang tepat dan dapat membuat thesis statement.
4. Menggunakan mekanik dengan benar meliputi penggunaan tanda baca, ejaan, dan sebagainya.
5. Menemukan topik yang sesuai dengan esai argumentative.

D. MATERI PEMBELAJARAN

- a. Teks Argumentative lisan dan tulis sederhana, tentang “Essay in National Exam”

Part of Text	Purpose	Details from the text
Statement of Position	We as the writer clearly state our opinions or attitudes about the issues we raise as the theme of	News about the 2019 National Examination for Elementary, Junior and High school students caught the attention of many people in

	the writing.	Indonesia. Most people consider it a “disaster” for students because it will be more difficult for them to answer the questions in the exam. In my opinion it is not only a disaster for students, but also for the teacher.
Argument	Contains points of argument and evidence that supports our attitude or opinion in the thesis statement.	First, the essay-type test is not efficient to be carried out widely. Students from various places may have different abilities in explaining their answers in the exam questions. To carry out assessments of this type, the teacher or person making the questions needs to prepare several possible answers that exam which makes it inefficient compared to the type of multiple choice questions. Second, the type of essay test is included in the subjective test. The teacher or anyone who checks students’ answers will find it difficult to determine whether the answers are true or false, because they will

		involve their personal assesment of each answer. Finally, the students will face more pressure before, during and after the test if the form of the test is essay because they will not be able to make answers based on predictions when they do not know the answers to an item. If the form of the questions is multiple choice, I believe students will feel more comfortable in taking the test because they still have a chance to get grades even though they do not know the answers to some questions by choosing one of the four possible answers.
Summing up the position	It contains a restatement or conclusion about our attitude or opinion on the issue we discussed.	Based on my explanation above, it is very clear that the National Examination in the form of essay will be a problem for students and also teachers.

b.Fungsi Sosial: To take a position on some issue and justify it.

c. Language Features of Argumentative Text.

- Abstract Noun
- Action Verb
- Temporal Connectives
- Modal Auxilliaries
- Technical Terms
- Reasoning Connectives
- Simple Present Tense

F. METODE PEMBELAJARAN

Learning Log Strategy

G. MEDIA, ALAT, DAN BAHAN

1. Gambar/ Foto
2. Papan Tulis, Spidol

H. Sumber Belajar

1. Buku siswa English in *Use for Grade X OF Senior High School Linguistics and Cultural Studies Tiga Serangkai*.

I. Langkah-Langkah Pembelajaran

Kegiatan	DeskripsiKegiatan	Waktu
Pendahuluan	<i>Orientasi</i>	15 menit

(kegiatan pembukaan)	<p>a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah SWT dan berdoa untuk memulai pembelajaran.</p> <p>b. Memeriksa kehadiran peserta didik dengan mengisi lembar kehadiran sebagai sikap disiplin.</p> <p>c. Menyiapkan siswa untuk mengikuti proses pembelajaran;</p> <p><i>Apersepsi</i></p> <p>a. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik.</p> <p>b. Mengingat kembali materi prasyarat dengan bertanya.</p> <p><i>Motivasi</i></p> <p>a. Memberi motivasi belajar siswa dengan cara menimbulkan rasa ingin tahu tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p><i>Pertanyaan</i></p> <p>a. Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi teks argumentative.</p> <p><i>Tujuan Pembelajaran</i></p> <p>a. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</p>	
Kegiatan Inti	<p><i>Observing (Mengamati)</i></p> <p>a. Siswa menirukan contohh pengucapan kata dan kalimat yang ada dalam teks argumentative tentang</p>	65 menit

	<p>Essay in National Exam dengan bimbingan guru.</p> <p>c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</p> <p><i>Questioning (Menanya)</i></p> <p>a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks argumentative yang ada dalam bahasa Inggris terutama tentang fungsi sosial dan unsur kebahasaan.</p> <p><i>Collecting data (Mengeksplorasi)</i></p> <p>a. Siswa memberikan argumen mereka mengenai Essay in National Exam.</p> <p>b. Siswa dalam satu kelompok menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks yang telah diberikan.</p> <p><i>Associating (Mengasosiasi)</i></p> <p>a. Dalam kerja kelompok terbimbing siswa memberikan argumen mereka mengenai Essay in National Exam.</p> <p>b. Siswa menganalisis sesuai dengan generic structure nya.</p> <p><i>Communicating (Mengkomunikasikan)</i></p> <p>a. Menyampaikan hasil kerja kelompok tentang Essay in National Exam yang telah diberikan guru.</p>	
Kegiatan Penutup	<p>a) Peserta didik bersama guru menyimpulkan pembelajaran pada hari itu</p> <p>b) Guru bersama Peserta didik melakukan refleksi tentang proses dan hasil pembelajaran pada hari</p>	10 menit

	itu. c) Guru memberikan tugas mandiri terstruktur tentang ungkapan menyatakan dan menanyakan kecukupan untuk dapat/tidak dapat melakukan sesuatu sesuai dengan konteks penggunaannya	
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J. INSTRUMENT PENELITIAN

- Bentuk : Essay
- Bobot : Jumlah benar x 20 point = 100
- Rancangan Penelitian:
 1. Organization
 2. Vocabulary
 3. Language Use

Kutacane, 2020

Mengetahui,

Peneliti

Guru Mata pelajaran

SRIANI LUBIS, S.Ag

DINDA NOVITA SARI

NIP. 196710122005012001

NIM:

APPENDIX II**LESSON PLAN****(Control Group)**

Sekolah : SMA N 2 LAWE BULAN

Mata Pelajaran : Bahasa Inggris

Kelas : X

Jenis Teks : Argumentative Text

Sub Topik : Essay in National Exam

Skill : Writing

Alokasi Waktu : 4X45

A. KOMPETENSI INTI (KI)

KI 1: Menghayati dan mengamati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan

dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,

Prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,

teknologi, seni, budaya dan peradaban terkait penyebab fenomena dan

kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan

masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak

terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR (KD)

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa

pengantar komunikasi internasional yang diwujudkan dalam semangat

belajar.

2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta

damai, dalam melaksanakan komunikasi fungsional.

3.10 Menganalisis fungsi sosial struktur teks, dan unsur kebahasaan dari teks

eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

C. INDIKATOR

1.1.1 Menunjukkan rasa syukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional.

2.2.1 Menyatakan kembali kalimat-kalimat dalam teks eksposisi dan tanggung jawab, peduli, kerjasama, dan cinta damai.

3.10.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

3.10.2 Menyimpulkan gagasan utama, informasi rinci, dan informasi tertentu dalam teks eksposisi analitis.

3.10.3 Menguraikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.

3.10.4 Membedakan teks eksposisi analitis dengan argumentative essay.

4.14.1 Menarik kesimpulan tentang makna yang terkandung dalam teks eksposisi analitis.

4.14.2 Menemukan arti kata di dalam teks eksposisi analitis.

D. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Mengidentifikasi struktur umum (organisasi) dari esai argumentative.
2. Menggunakan kata dengan tepat dalam esai argumentative.
3. Menulis kalimat dengan struktur yang tepat dan dapat membuat thesis statement.
4. Menggunakan mekanik dengan benar meliputi penggunaan tanda baca, ejaan, dan sebagainya.
5. Menemukan topik yang sesuai dengan esai argumentative.

D. MATERI PEMBELAJARAN

- a. Teks Argumentative lisan dan tulis sederhana, tentang “Essay in National Exam”

Part of Text	Purpose	Details from the text
Statement of Position	We as the writer clearly state our opinions or attitudes about the issues we raise as the theme of the writing.	News about the 2019 National Examination for Elementary, Junior and High school students caught the attention of many people in Indonesia. Most people consider it a “disaster” for

		students because it will be more difficult for them to answer the questions in the exam. In my opinion it is not only a disaster for students, but also for the teacher.
Argument	Contains points of argument and evidence that supports our attitude or opinion in the thesis statement.	First, the essay-type test is not efficient to be carried out widely. Students from various places may have different abilities in explaining their answers in the exam questions. To carry out assessments of this type, the teacher or person making the questions needs to prepare several possible answers that exam which makes it inefficient compared to the type of multiple choice questions. Second, the type of essay test is included in the subjective test. The teacher or anyone who checks students' answers will find it difficult to determine whether the answers are true or false, because they will involve their personal assesment of each answer.

		Finally, the students will face more pressure before, during and after the test if the form of the test is essay because they will not be able to make answers based on predictions when they do not know the answers to an item. If the form of the questions is multiple choice, I believe students will feel more comfortable in taking the test because they still have a chance to get grades even though they do not know the answers to some questions by choosing one of the four possible answers.
Summing up the position	It contains a restatement or conclusion about our attitude or opinion on the issue we discussed.	Based on my explanation above, it is very clear that the National Examination in the form of essay will be a problem for students and also teachers.

b. Fungsi Sosial: To take a position on some issue and justify it.

c. Language Features of Argumentative Text.

- Abstract Noun

-Action Verb

-Temporal Connectives

-Modal Auxillaries

-Technical Terms

-Reasoning Connectives

-Simple Present Tense

F. METODE PEMBELAJARAN

Learning Log Strategy

G. MEDIA, ALAT, DAN BAHAN

1. Gambar/ Foto
2. Papan Tulis, Spidol

H. Sumber Belajar

1. Buku siswa English in *Use for Grade X OF Senior High School Linguistics and Cultural Studies Tiga Serangkai*.

I. Langkah-Langkah Pembelajaran

Kegiatan	DeskripsiKegiatan	Waktu
Pendahuluan (kegiatan	<i>Orientasi</i> d. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah SWT dan berdoa	15 menit

pembukaan)	<p>untuk memulai pembelajaran.</p> <p>e. Memeriksa kehadiran peserta didik dengan mengisi lembar kehadiran sebagai sikap disiplin.</p> <p>f. Menyiapkan siswa untuk mengikuti proses pembelajaran;</p> <p>Apersepsi</p> <p>c. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik.</p> <p>d. Mengingat kembali materi prasyarat dengan bertanya.</p> <p>Motivasi</p> <p>b. Memberi motivasi belajar siswa dengan cara menimbulkan rasa ingin tahu tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p>Pertanyaan</p> <p>b. Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi teks argumentative.</p> <p>Tujuan Pembelajaran</p> <p>b. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</p>	
Kegiatan Inti	<p>Observing (Mengamati)</p> <p>a. Siswa menirukan contohh pengucapan kata dan kalimat yang ada dalam teks argumentative tentang Essay in National Exam dengan bimbingan guru.</p> <p>c. Siswa belajar menemukan gagasan pokok, informasi</p>	65 menit

	<p>rinci dan informasi tertentu dari teks yang dibaca.</p> <p><i>Questioning (Menanya)</i></p> <p>a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks argumentative yang ada dalam bahasa Inggris terutama tentang fungsi sosial dan unsur kebahasaan.</p> <p><i>Collecting data (Mengeksplorasi)</i></p> <p>a. Siswa memberikan argumen mereka mengenai Essay in National Exam.</p> <p>b. Siswa dalam satu kelompok menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks yang telah diberikan.</p> <p><i>Associating (Mengasosiasi)</i></p> <p>a. Dalam kerja kelompok terbimbing siswa memberikan argumen mereka mengenai Essay in National Exam.</p> <p>b. Siswa menganalisis sesuai dengan generic structure nya.</p> <p><i>Communicating (Mengkomunikasikan)</i></p> <p>a. Menyampaikan hasil kerja kelompok tentang Essay in National Exam yang telah diberikan guru.</p>	
Kegiatan Penutup	<p>d) Peserta didik bersama guru menyimpulkan pembelajaran pada hari itu</p> <p>e) Guru bersama Peserta didik melakukan refleksi tentang proses dan hasil pembelajaran pada hari itu.</p> <p>f) Guru memberikan tugas mandiri terstruktur</p>	10 menit

	tentang ungkapan menyatakan dan menanyakan kecukupan untuk dapat/tidak dapat melakukan sesuatu sesuai dengan konteks penggunaannya	
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J. INSTRUMENT PENELITIAN

- Bentuk : Essay
- Bobot : Jumlah benar x 20 point = 100
- Rancangan Penelitian:
 1. Content
 2. Organization
 3. Vocabulary
 4. Language Use

Kutacane, 2020

Guru bidang study

Peneliti

SRIANI LUBIS, S.Ag

NIP. 196710122005012001

DINDA NOVITA SARI

NIM.

APPENDIX III

The Students Score in Experimental Group

No.	Initial name	Pre Test	Post Test
1.	MA	75	90
2.	VPS	55	60
3.	ITTH	70	75
4.	PSH	70	80
5.	RWD	40	65
6.	R	60	75
7.	MJ	40	60
8.	RN	50	60
9.	DT	75	90
10.	G	40	70
11.	GWN	55	65
12.	IKS	50	75
13.	M	50	60
14.	A	70	75
15.	AD	40	70
16.	DN	55	70
17.	HPP	80	90

18.	RS	40	70
19.	TD	75	80
20.	B	40	70
21.	MR	40	60
22.	AP	50	60
23.	ANS	75	80
24.	P	55	65
25.	IA	70	80
	Total	1430	1890
	Mean	57,2	75,6

APPENDIX IV

The Students Score in Control Group

No.	Initial Name	Pre-test	Post-test
1.	IMNS	45	55
2.	RMZH	60	70
3.	FA	50	60
4.	ZIN	55	70
5.	AAR	40	55
6.	AS	60	75
7.	MNAL	65	70
8.	DA	50	60
9.	MA	45	60
10.	PAB	70	75
11.	TSN	50	60
12.	AR	65	70
13.	VDPA	40	50
14.	RMD	55	65
15.	ZR	45	60
16.	SR	45	55
17.	ASS	40	60

18.	SF	60	65
19.	APS	40	55
20.	ARS	70	75
21.	DDA	55	65
22.	IAM	40	55
23.	MAR	60	65
24.	NB	70	75
25.	SAF	55	65
	Total	1280	1530
	Mean	51,2	61,2

APPENDIX V

Frequency Distribution of Pre-test in Experimental Group

No.	Xi	Fi	Fi.Xi	Xi ²	Fi.Xi ²
1.	40	7	280	1600	11200
2.	50	3	150	2500	7500
3.	55	4	220	3025	12180
4.	60	2	120	3600	7200
5.	70	4	280	4400	19600
6.	75	4	300	5625	22500
7.	80	1	80	6400	6400
Total	430	25	1430	27150	86580

APPENDIX VI

Frequency Distribution of Post Test in Experimental Group

No	Xi	Fi	Fi.Xi	Xi ²	Fi.Xi ²
1	60	5	300	3600	18000
2	65	4	260	4225	16900
3	70	5	350	4900	24500
4	75	4	300	5625	22500
5	80	4	320	6400	25600
6	90	3	270	8200	24600
Total	440	25	5040	32500	132100

APPENDIX VII**Frequency Distribution of Pre Test in Control Group**

No	Xi	Fi	Fi.Xi	Xi²	Fi.Xi²
1	40	5	200	1600	8000
2	45	4	180	2025	8100
3	50	3	150	2500	7500
4	55	4	220	3025	12100
5	60	4	240	3600	14400
6	65	2	130	4225	8450
7	70	3	210	4900	14700
Total	385	25	1330	21875	73250

APPENDIX VIII

Frequency Distribution of Post Test In Control Group

No	Xi	Fi	Fi.Xi	Xi ²	Fi.Xi ²
1	50	1	50	2500	2500
2	55	5	275	3025	15,125
3	60	6	360	3600	21600
4	65	5	325	4225	21125
5	70	4	280	4900	19600
6	75	4	300	5625	22500
Total	375	25	1590	213775	102450

APPENDIX IX

Normality Testing Of Pre Testing in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-1,49	0,068	0,14	-0,08
2	40	-1,49	0,068	0,14	-0,08
3	40	-1,49	0,068	0,14	-0,08
4	40	-1,49	0,068	0,14	-0,08
5	40	-1,49	0,068	0,14	-0,08
6	40	-1,49	0,068	0,14	-0,08
7	40	-1,49	0,068	0,14	-0,08
8	50	-0,80	0,21	0,28	-0,07
9	50	-0,80	0,21	0,28	-0,07
10	50	-0,80	0,21	0,28	-0,07
11	55	-0,45	0,327	0,43	-0,10
12	55	-0,45	0,327	0,43	-0,10
13	55	-0,45	0,327	0,43	-0,10
14	55	-0,45	0,327	0,43	-0,10
15	60	-0,10	0,460	0,57	-0,11
16	60	-0,10	0,460	0,57	-0,11
17	70	0,60	0,725	0,71	0,11

18	70	0,60	0.725	0,71	0,11
19	70	0,60	0.725	0,71	0,11
20	70	0,60	0.725	0,71	0,11
21	75	0,95	0,828	0,86	-0,03
22	75	0,95	0,828	0,86	-0,03
23	75	0,95	0,828	0,86	-0,03
24	75	0,95	0,828	0,86	-0,03
25	80	1,29	0,902	0,29	0,29
Total	1430	Lo= 0,11			
Mean	57,2	Lt= 0,33			

APPENDIX X

Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	-1,23	0,109	0,17	-1,398
2	60	-1,23	0,109	0,17	-1,398
3	60	-1,23	0,109	0,17	-1,398
4	60	-1,23	0,109	0,17	-1,398
5	60	-1,23	0,109	0,17	-1,398
6	65	-0,77	0,221	0,33	-0,112
7	65	-0,77	0,221	0,33	-0,112
8	65	-0,77	0,221	0,33	-0,112
9	65	-0,77	0,221	0,33	-0,112
10	70	0,31	0,380	0,5	-0,120
11	70	0,31	0,380	0,5	-0,120
12	70	0,31	0,380	0,5	-0,120
13	70	0,31	0,380	0,5	-0,120
14	70	0,31	0,380	0,5	-0,120
15	75	0,16	0,563	0,67	-0,104
16	75	0,16	0,563	0,67	-0,104
17	75	0,16	0,563	0,67	-0,104

18	75	0,16	0,563	0,67	-0,104
19	80	0,62	0,732	0,83	-0,101
20	80	0,62	0,732	0,83	-0,101
21	80	0,62	0,732	0,83	-0,101
22	80	0,62	0,732	0,83	-0,101
23	90	1,55	0,939	1	-0,061
24	90	1,55	0,939	1	-0,061
25	90	1,55	0,939	1	-0,061
Total	1890	Lo			-1,10
Mean	75,6	Lt			0,319

APPENDIX XI

Normality Testing Of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-1,39	0,082	0,14	-0,060
2	40	-1,39	0,082	0,14	-0,060
3	40	-1,39	0,082	0,14	-0,060
4	40	-1,39	0,082	0,14	-0,060
5	40	-1,39	0,082	0,14	-0,060
6	45	-0,93	0,177	0,29	-0,108
7	45	-0,93	0,177	0,29	-0,108
8	45	-0,93	0,177	0,29	-0,108
9	45	-0,93	0,177	0,29	-0,108
10	50	-0,46	0,322	0,43	-0,107
11	50	-0,46	0,322	0,43	-0,107
12	50	-0,46	0,322	0,43	-0,107
13	55	0	0,5	0,57	-0,071
14	55	0	0,5	0,57	-0,071
15	55	0	0,5	0,57	-0,071
16	55	0	0,5	0,57	-0,071
17	60	0,46	0,678	0,71	-0,036

18	60	0,46	0,678	0,71	-0,036
19	60	0,46	0,678	0,71	-0,036
20	60	0,46	0,678	0,71	-0,036
21	65	0,93	0,823	0,86	-0,034
22	65	0,93	0,823	0,86	-0,034
23	65	0,93	0,823	0,86	-0,034
24	70	1,39	0,918	1	-0,082
25	70	1,39	0,918	1	-0,082
Total	1330	Lo			0.17
Mean	53.2	Lt			0,30

APPENDIX XII

Normality Testing Of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	50	0	0,5	0,17	0,333
2	55	0,53	0,704	0,33	0,370
3	55	0,53	0,704	0,33	0,370
4	55	0,53	0,704	0,33	0,370
5	55	0,53	0,704	0,33	0,370
6	55	0,53	0,704	0,33	0,370
7	60	1,07	0,858	0,5	0,358
8	60	1,07	0,858	0,5	0,358
9	60	1,07	0,858	0,5	0,358
10	60	1,07	0,858	0,5	0,358
11	60	1,07	0,858	0,5	0,358
12	60	1,07	0,858	0,5	0,358
13	65	1,60	0,946	0,67	0,279
14	65	1,60	0,946	0,67	0,279
15	65	1,60	0,946	0,67	0,279
16	65	1,60	0,946	0,67	0,279
17	65	1,60	0,946	0,67	0,279

18	70	2,14	0,984	0,83	0,150
19	70	2,14	0,984	0,83	0,150
20	70	2,14	0,984	0,83	0,150
21	70	2,14	0,984	0,83	0,150
22	75	2,67	0,996	1	-0,004
23	75	2,67	0,996	1	-0,004
24	75	2,67	0,996	1	-0,004
25	75	2,67	0,996	1	-0,004
Total	1590	Lo			0,37
Mean	63,6	Lt			0,39

APPENDIX XIII**PRE TEST FOR EXPERIMENTAL AND CONTROL GROUP**

Direction:

1. Write down your name on the left top of your worksheet
2. You are expected to write a argumentative text about “SMOOKING” based
on your opinion.

APPENDIX XIV**POST TEST FOR EXPERIMENTAL AND CONTROL GROUP**

Direction:

1. Write down your name on the left top of your worksheet.
2. You are expected to write a argumentative text about “SMOOKING” by
using the keywords you have note down.

APPENDIX XV

Sample of Students' Score in Experimental Group

